



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

**E-VERIFY  
PROGRAM  
EMPLOYER**

Deborah A. Gist  
Commissioner

**VACANCY NOTICE**

**JANUARY 4, 2010**

**RHODE ISLAND DEPARTMENT OF EDUCATION  
DIVISION OF ACCELERATING SCHOOL PERFORMANCE**

**\*CHIEF OF ACCELERATING SCHOOL PERFORMANCE**

**\$100,117 – 147,315**

**APPLICATION PERIOD:**

All resumes must be received by  
**JANUARY 22, 2010**  
or until position is filled

**APPLICATION REQUIREMENTS:**

Send cover letter, resume and two current  
letters of reference to:

Deborah A. Gist  
Commissioner  
255 Westminster St.  
Providence, RI 02903

Cover letter and resume may be emailed to  
[Deborah.Gist@ride.ri.gov](mailto:Deborah.Gist@ride.ri.gov)

Signed letters of reference should be mailed.

**PLEASE NOTE:**

Candidates selected for interview will be  
required to submit official transcripts.

**DUTIES AND  
RESPONSIBILITIES:**

See attached job description.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN  
BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE  
JOB.

\* SUBJECT TO FTE AND FUND AVAILABILITY  
(Position is part of the Board of Regents)

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

**Telephone** (401)222-4600

**Fax** (401)222-6178

**TTY** 800-745-5555

**Voice** 800-745-6575

[www.ride.ri.gov](http://www.ride.ri.gov)

The Board of Regents does not discriminate on the basis of age, color, sex,  
sexual orientation, race, religion, national origin, or disability

## DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

### NON-CLASSIFIED JOB DESCRIPTION

**TITLE: CHIEF OF ACCELERATING SCHOOL PERFORMANCE**

**ORGANIZATIONAL CENTER:** This position is located in the Division of Accelerating School Performance. This position reports to the Commissioner (RIDE).

**GENERAL STATEMENT OF DUTIES:** Incumbent is responsible for leading, managing and providing general support to two RIDE Directorates; Student, Community & Academic Support and Multiple Pathways.

**LEADERSHIP, MANAGEMENT AND COLLABORATION:** The functions of leadership, management and collaboration are to be integrated so as to achieve both product and process objectives. Teamwork and mutually supportive methods are ascribed as successful outcomes and are necessary for providing high quality service and achieving high standards of performance. Work must be conducted in ways that include and involve those who have a stake in the outcome and must ensure that issues related to equity, special needs and adult basic education are addressed in a comprehensive fashion. The context for this work must be strong advocacy for students and schools and a positive commitment to the role of the Department of Education as a central state level advocate. Must work in collaboration with other team members to support the Department's strategic plan's priorities of "Ensuring Educator Excellence", "Accelerating All Schools Toward Greatness", "Establishing World-Class Standards and Assessments", and "Developing User Friendly Data Systems".

**SUPERVISION RECEIVED:** Works under the general direction of the Commissioner and Deputy Commissioner in cooperation with colleagues with considerable latitude for the exercise of initiative and independent judgment; work is reviewed upon completion of results obtained and on collaborative process used in achieving results. The incumbent is subject to an annual performance assessment.

**SUPERVISION EXERCISED:** Facilitates, directs, coordinates and assesses the work of professional, technical, and support staff. Work is reviewed in process, as necessary, and upon completion for achievement of desired results and on collaborative processes used in achieving results.

**ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:**

Oversees initiatives that collects and examines data and information relative to existing policies and procedures and oversee the implementation and evaluation of federal and state policies and procedures to determine their effectiveness and/or applicability.

Oversees operations that conducts needs assessments to identify gaps in services or unmet needs and develops related training and technical assistance for practitioners and consumer audiences.

Oversees the facilitation of meetings with groups and partners within and outside of the organization to examine needs data and designs related training and technical assistance to respond to identified needs.

Oversees the development, implementation and evaluation of systems for program quality assurance.

Oversees the implementation of High School Regulations.

Promotes a comprehensive system of career and technical education in partnership with business and industry and other governmental agencies by integrating career and technical education in high schools, including revising career and technical regulations and programs.

Oversees the administration of Federal and State grants.

Ensures that K-12 counseling programs provide effective supports to student success and are congruent with school reform strategies.

Assures implementation of middle school reform.

Oversees the development and implementation of a policy framework for a comprehensive and effective adult literacy system that reflects the RI Adult Literacy Task Force's recommendations to the Governor as endorsed by the Board of Regents.

Promotes and maintains collaboration between and among all state and private agencies with a stake (or potential stake) in adult literacy by negotiating coordinated policy, funding streams and joint program implementation, particularly with respect to workforce development, transition to post-secondary education, family literacy, correction education, and welfare to work programs.

Ensures the implementation of a consistent adult education program monitoring process that includes clear indicators and performance measures with a focus on program improvement.

Ensures that technical assistance, professional development, tools, and other resources are provided across the system to ensure quality program planning and development, programs are able to be accountable and improve, based on program quality standards, all staff are provided the opportunity to reach quality staff standards.

## **REQUIRED QUALIFICATIONS**

### **KNOWLEDGE AND SKILLS:**

Knowledge of applicable Federal and State laws and regulations.

Knowledge of special populations found in educational settings.

Knowledge of Adult Education Programs.

Knowledge of high school reform principles, CTE, adult education principles, middle school reform issues, and K-12 counseling principles.

Knowledge of school change processes.

Skilled in working with diverse populations.

Skilled in facilitating meetings.

Skilled in monitoring and evaluating staff.

Skilled in providing leadership.

Skilled in working collaboratively.

Skilled in preparing grant applications.

Skilled in administering grants.

Strong writing and speaking skills.

Skilled in working collaboratively.

Skilled in developing policies.

Skilled in preparing grant applications.

**EDUCATION:** Master's Degree in Education. PhD. preferred.

**EXPERIENCE:** Five years of experience in policy analysis and development at the local or state level. Ten years experience in directing or managing one or more large adult education or special student service delivery programs. **OR:** Any combination of education and experience that shall be substantially equivalent to the above.

**Must have own transportation and be available evenings and occasionally on weekends.**

**Reasonable accommodations can be made for individuals with a disability.**

Date: December 2009